Purpose of this Guide

The purpose of this guide is to assist LEAs with interpreting the historical/trend data provided in their annual Profile document so that:

- LEAs can identify actionable areas to connect various LEA programs to best meet the needs of students;
- LEAs can identify areas for programmatic continuous quality improvement efforts; and
- LEAs can provide potential funders and monitors with data results that demonstrate need or status.

For each variable in the profile, this guide outlines the variable and type, variable definition, considerations for interpretation, and key questions to ask of the data provided. It is organized into two main sections: 1) ECYEH Outputs/Descriptive Data, and 2) ECYEH Outcome Data. **Some variables are hyperlinked to PDE state-wide data.**

Please note: Profiles of LEAs who are receiving ARP-HCY II funds will also display the LEA's responses to the ARP-HCY II Implementation Survey at the top of their profile. Interpretation of that data is not discussed as part of this guide. For use of this guide, these LEAs should refer to page 5 of their profile.

ECYEH Outputs/Descriptive Data

Variable	Definition/Source	Considerations for Interpretation	Key Questions
LEA Counts	Sometimes students are identified by a shelter, non-LEA prekindergarten program, or regional office. This child may be unknown to the LEA. If LEA enrollment/information is confirmed the student is added to the LEA count. As such the LEA count may vary.		
- **LEA Counts Attributed** *(numeric)*	A student is counted once based on where they were identified and enrolled the longest. The attributed count is used for all reporting.	Sometimes students are identified by a shelter, non-LEA prekindergarten program, or regional office. Some students represented in the count may be unknown to the LEA. If LEA enrollment/information is confirmed the student is added to the LEA count. As such the LEA count may vary.	✓ *Is there a gap between attributed and identified? If yes, this may indicate mobility among students identified as experiencing homelessness.* ✓ *What services are in place to support students moving into the district during the school year?*
- **LEA Counts Identified** *(numeric)*	A student is counted where identified. A student may be identified and reported by more than one LEA. The identified count is used for allocation determination.		

Additional Facts	Pulled by evaluators from various public documents, PIMs, ECYEH reporting.		
• **Total LEA Enrollment (PK-12)** *(Numeric)*	October 1 LEA Enrollment from PDE Public Enrollment File.	N/A	N/A
• **% Low Income** *(Percentage)*	PDE Percent Low Income Families Public Document.	LEAs with 40% or more low-income families are eligible for free or reduced lunch. All students experiencing homelessness are eligible for free lunch services. Typically, the higher the percentage of low-income families, the higher the number of students experiencing homelessness.	✓ *How does your LEA rank with other LEAs in terms of % low-income families?*
• **Title I Allocations** *(Dollar Amount)*	PDE Public Title I Allocations Document.	Typically, the more needy the school, the higher the allocation. Typically, the higher the allocation the higher the number of identified students experiencing homelessness.	✓ *How does your LEA rank with other LEAs in terms of Title I Allocations?*
• **Title I per Enrolled Student** *(Ratio)*	Title I Allocations/Total LEA enrollment.	N/A	N/A
• **Homeless %** *(Percentage)*	Where identified/School enrollment.	Percent homeless is key area of interest of the United States Department of Education. The national average is about 2.9%. In Pennsylvania, the percent of homeless students per enrollment was 1.6% in 2020-21, 1.9% in 2019-20 and about 2% in 2018-19.	• *What is your LEA's percent of homelessness? In what ways does it vary from the national and state averages? What factors in your area may influence this percentage?* • *In what ways might the percentage of low-income families and Title I allocations be influencing this percentage?* • *If your LEA percentage is low, what ways are you working to improve identification?*

Demographics of Students Experiencing Homelessness	Pulled by evaluators from various public documents, PIMs, Migrant Education, ECYEH reporting.		

• **Nighttime Status** *(Categorical)*	Federal nighttime status categories:
	   o Doubled Up
	   o Sheltered
	   o Hotel/Model
	   o Unsheltered
		Each child is coded based on their first identified nighttime status. Everyone must have a nighttime status to be counted in federal (EDFacts) reporting.	✓ *Where are most of your students residing? Is this reflective of your community's make-up?*
			
			✓ *Do you have relationships with shelters, hotel/motels?*
			
			✓ *How are unsheltered students identified?*
			
			✓ *How do you go about identifying doubled-up situations?*

• **Age-Grade Category** *(Categorical)*	Federal age/grade reporting categories:
	   o Birth – 2
	   o Ages 3 – 5
	   o Pre-K Served (non-LEA)
	   o Pre-K enrolled (LEA) Kindergarten through Grade 12
		Every identified student must have an age/grade category to be included in EDFacts (federal) reporting. Reporting non-enrolled younger siblings is also a federal requirement.	✓ *In what ways do you identify younger siblings of enrolled students?*
			
			✓ *In what ways have you built relationships with non-LEA Pre-K programs in your community where younger siblings may attend?*
			
			✓ *In what ways have you engaged any LEA-operated Pre-K programs to report students to the homeless liaison?*
			
			✓ *How do you assure that students enrolling in school and not in need of any immediate services or resources are reported to the homeless liaison?*

• **Unaccompanied Youth** *(Numeric)*	An Unaccompanied Youth is a child ages birth through grade 12 who is not living with a legal parent or guardian.	Unaccompanied Youth is a required federal reporting category.	✓ *How many unaccompanied youth does your LEA serve in a year?* ✓ *How does your LEA identify unaccompanied youth?*

• **Race** *(Categorial)*	Federal race categories include American Indiana or Alaskan Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Pacific Islander; two or more races, White.	Race is a required federal reporting category.	✓ *How does your identified homeless population represent your LEA demographics? What, if any, discrepancies are apparent?*
• **Disability Status** *(Categorial)*	Response options: yes, no, not available.	Disability status is a required federal reporting category.	✓ *Do you have large numbers of students whose information is not available? What might be the contributing factor(s)?*
• **LEP Status** *(Categorial)*	Response options: yes, no, not available.	LEP status is a required federal reporting category.	
• **Migrant Status** *(Categorial)*	Response options: yes and no. Data are provided by the Migrant Education Program to evaluators.	Migrant status is a required federal reporting category.	✓ *How do you connect students experiencing homelessness to services that they may be eligible for based on required reporting populations?*

ECYEH Outcome Data

Outcomes data are pulled by evaluators from the original PDE data stewards. LEAs can examine their own data against state data going to the website at the end of this paragraph and by clicking on the "Assessment Results" link in the gray box. State Graduation and Drop-out data can be accessed if you click on "High School Graduation" located in the blue box on the website. https://www.education.pa.gov/DataAndReporting/Pages/default.aspx. Additionally, the links provided in the table below take you directly to the designated data elements. Current attendance data is not posted.

Variable	Definition/Source	Considerations for Interpretation	Key Questions
• **School Attendance** *(Categorical)*	Number of students experiencing homelessness per attendance category. A student must be enrolled for at least 10 days to be included in the calculation for chronically absent.	"Chronically absent" is a required federal reporting category. Students attending fewer than 90% of their enrolled days are considered chronically absent.	✓ *Do you have many students whose information is not available? What might be the contributing factor(s)?*
• **PSSA/PASA/Keystone Reading / Literature** *(Categorical)*	Number of students who scored in the following categories: Advanced, Proficient, Basic, Below Basic, Information not available, Not PSSA/Keystone Grade Level.	Percent Proficient or Advanced is required for federal reporting.	✓ *How do students experiencing homelessness perform in these areas compared to the other the district?*
• **PSSA/PASA/Keystone Math/Algebra I** *(Categorical)*	Number of students who scored in the following categories: Advanced, Proficient, Basic, Below Basic, Information not available, Not PSSA/Keystone Grade Level.	Percent Proficient or Advanced is required for federal reporting.	✓ *How do you assure students experiencing homelessness are connected to services to support attendance and academic needs?* ✓ *What systems does the district have in place to support students at risk of dropping out of school?*
• **PSSA/PASA/Keystone Science / Biology** *(Categorical)*	Number of students who scored in the following categories: Advanced, Proficient, Basic, Below Basic, Information not available, Not PSSA/Keystone Grade Level.	Percent Proficient or Advanced is required for federal reporting.	✓ *How does your LEA perform compared to state data? State data can be accessed on the Future Ready site.* Future Ready PA Index, District Fast Facts (https://futurereadypa.org/).
• **Graduation** *(Numeric)*	Number of grade 11 graduate and number of grade 12 graduates.	Cohort Graduation Rates are provided at the State Level.	✓ *Are you familiar with ACT I of 2022 [Supporting Graduation & Equal Access for Students Experiencing Homelessness, in Foster Care or in the Juvenile Justice System?]* ***https://www.elc-pa.org/wp-content/uploads/2022/05/ELCs-Act-1-Fact-sheet-May-2022-Final.pdf***
• **Dropouts** *(Numeric)*	Number of students who dropped out of school by grade level for grades 7 – 12.	State Dropout Counts are a total count for grades 7-12.	

Final Questions for Consideration When Interpreting Your Data:

- *What surprised you most about the data?*

- *For ARP-HCY II LEAs: How well does the LEA's ARP-HCY II Application/Implementation Plan support student needs and positive outcomes?*

- *For all other LEAs: How well does the LEA currently support student needs and positive outcomes?*

- *What changes might need to be made to improve services and outcomes for students experiencing homelessness?*